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3. For pupils over the age of fourteen special vocational schools should be established separate and apart from the regular school system for the vocational training of all who do not go on to the higher professions. The cultural high school is to be reserved for the preparatory professional courses only.

4. These special vocational schools should be of two types: continuation schools in which boys occupied for most of their time in the regular industry as apprentices will spend a few hours per week in studies related to their special industry; and secondary vocational schools of the type of the Milwaukee School of Trades which attempt to give such full training in the special trades as to supplant the apprenticeship rather than merely to supplement it as in the case of continuation schools.

5. Systematic vocational guidance is necessary both for the welfare of the trade and for the welfare of the student.

6. "Vocational schools must be administered by practical men from the vocation and educators."

Mr. Cooley's presentation of vocational education in Germany is a very satisfactory one. It gives one a clear and well-rounded picture of the work done by the schools. It does not, however, show the various sociological differences between German conditions and American conditions. This failure to note the differences in the sociological conditions of Germany and the United States is probably chiefly responsible for Mr. Cooley's recommendations that we simply establish a counterpart of the German system in America as being the best possible form of organization for our purpose since it is the best for theirs. The relative poverty of the German nation, taken as a whole, the relatively small amount of money available for education as compared with the demands for the army and the navy, the paternalistic organization of industry and of government, the stratified condition of German society, the general docility and industry of the German character are matters which do not find their counterpart in our country. In proportion as American conditions are different it is probable that the solution of the problems of vocational education must be different. The place to find out what America needs is in America. A study of foreign conditions as presented in the excellent manner of this book is one of the most fruitful methods of stirring up ideas to use in analyzing the various factors of our own problem; but once having analyzed out the various factors, the solution must certainly be based upon conditions as they are at home. The borrowed garment does not often fit.

*The People's School: A Study in Vocational Training.* By RUTH MARY WEEKS. ("Riverside Educational Monographs," edited by HENRY SUZZALLO). Boston: Houghton Mifflin Co., 1912. Pp. ix+208. \$0.60 net.

This little book is a valuable contribution to the discussion of vocational education, since it presents so many aspects of the situation in such compact

form and vigorous, stimulating style. The author looks at the problems from the large, sociological, human welfare viewpoint, and shows in good perspective the various social contacts and relationships. The author writes apparently with full understanding of the situation derived from observation and investigation, and certainly with intensity of conviction and forcefulness of expression. The book ought to be very widely read. It is a type of which we need more.

The author is not content with the frequent assumption that the way to devise plans for a vocational school is to go abroad, find out how the work is carried on by the best schools in Germany or France, and then plan a system of work for America in imitation. Neither, in her opinion, is one community in our own country to imitate the work done in another community where conditions may be different in many ways. A plan of work is to be drawn up according to the needs indicated by a systematic social survey of the conditions of the particular community concerned.

The chapter headings show the ground covered. In "The Hand of Iron" the author shows how the problems have been complicated by the giving of the skill of industry over to the machine, and the making of the resulting unskilled man but a slave to the machine; she then indicates the educational solution. In "The Public School" and "The School for the Plain Man" she shows the lack of democratic fairness in our educational scheme as it now stands and points out the things that are needed for the democratic "square deal" in education. Other chapter headings are self-explanatory: "Trade Education and the Woman"; "In the Country"; "Trade Education and Organized Labor"; "Foreign Trade Schools"; "American Experiments"; "The Type of Trade School Needed in the United States"; "Choosing a Vocation." Carefully selected bibliographies of French, German, Swiss, English, and American literature on the topic are appended.

JOHN F. BOBBITT

SCHOOL OF EDUCATION  
UNIVERSITY OF CHICAGO

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"Education for Life in American High Schools." By WILHELM STEITZ.  
(*Neue Jahrbücher für das klassische Altertum, Geschichte, und deutsche Literatur, und für Pädagogik*, August, 1912.)

In the August number of the *Neue Jahrbücher*, Dr. Wilhelm Steitz, Prussian exchange teacher in the University High School for the year 1910-11, writes on "Education for Life in the American High Schools" ("*Die Erziehung für das Leben an den amerikanischen High Schools*"). He begins by saying that, like most German visitors to American schools, he has received the impression that they do not rank as high as the German schools in scholarship, exact knowledge, and especially historical interpretation. But, he continues, the American schools do not aim at scholarship in the same degree as the German schools, but rather at "education for life." The German schools of course also claim